

FEAST OF SHRINERS AT MOANA HOTEL

An Evening of Dining, Wining, Music,
Oratory and Best of Cheer.

THOSE WHO HELD ON TO THE ROPE
ENTERTAIN RED-FEZZED FRATERS

A List of Those Who Received the Splendid Hospitality of Aloha
Temple Close to the Wet Sands at
Waikiki Beach.

FOR He's a Jolly Good Fellow, task of seating such a numerous tribe where it ought to go and soon had them arranged under the supervision of Steward Bidgood, eighty at a table, more than three hundred all told. The Shriners wore their fezzes. Most of the ladies were in decolete costume.

Toward the end of the menu Toastmaster Grant arose and proposed a toast to the Imperial Potentate, and it was drunk with avidity. The Imperial Potentate, gracefully paying a compliment to the assemblage, made a happy reply: "Inspiring indeed is the toast that has been offered in my behalf. Inspiring indeed is this occasion. I would that it were in my power to paint a word picture in eloquence worthy of this event. Proud am I of this great Ancient Arabic Order of the Mystic Shriners. I challenge the world to show any other organization that can produce an assemblage of such distinguished gentlemen, accompanied by such charming ladies (tumultuous applause) as this. No other institution has ever been raised upon a more solid foundation. Every one who applies at the outer gates of our order must present as his credentials a certificate that he has attained high degree in the greatest fraternal organization the world has ever seen or known.

"The representatives of our order are scattered throughout the fertile oasis of North America. Go into any city of our land and ask any interested person to give the names of ten, fifty or one hundred of its leading citizens—I mean those who have attained prominence for the stability of their character, for their intelligence and philanthropy—and I will venture the statement that four out of every five of these men are members of the Mystic Shrine. Perhaps the best example that can be given of the good judgment of the members of our order is in looking upon those whom they have selected to become their wives (applause). I have noticed during the three weeks that this caravan has been together that the ladies accompanying it have daily become more beautiful (applause); that is, it seems to me, as I look upon them, they must have reached the climax (applause). I fear I owe an apology to one whom I understand is to follow me, to pay his respects to the ladies. As fascinating as the subject is to me and as delighted as I would be to linger upon it, I know I owe it to him to desist.

"I want to express my pride in the latest addition that we have made in the matter of the enrollment in the Mystic Shrine of Aloha Temple (applause). Pleasant indeed and most satisfactory has it been to us to come to Hawaii on such a mission.

"I have been struck with so many things since coming here—the islands which you so modestly style the 'Paradise of the Pacific,' and which I assure you should be enlarged to the 'Paradise of the World'—and no one will dispute your claim. I wish that we had in our native tongue words to express the sentiments which swell up within us, but not attempting that, I am led to rely upon your one beautiful word with which to close my remarks—Aloha, Aloha." (Applause).

C. V. Dykeman of Brooklyn, N. Y., responded to the toast, "The Imperial Council." He said it was a case of "Linger Longer Lu" with him, as he had been given no intimation that he was to speak. He spoke warmly of the hospitality which had been shown the visiting caravan in Honolulu, and said there was nothing like the hospitality of Aloha Temple. He said he took pride in Hawaii's everlasting summer and in the warm, genial dispositions of its people. Honolulu was a green spot in the oasis and he trusted that its memories would exist long in the hearts of those who had seen it. "You may break, you may shatter the vase if you will, but the scent of the roses will linger there still," he concluded.

Other toasts were responded to as follows: "Saladin Temple," George F. Sinclair; "The Present Pilgrimage," J. M. Raymond; "Aloha Temple," Dr. C.



MILK BUYERS' CLEARING HOUSE.
(Open During Legislative Session.)

Wood; "The Recent Pilgrimage," J. A. McCandless; "The Ladies," Charles Chipman.

At the conclusion of the banquet the guests repaired to the main hotel and were soon whirling away in the dizzy mazes of the waltz in the ladies' parlor, which had been cleared for the occasion and a canvas spread upon the floor. The great hostelry was ablaze with lights from top to bottom and was the most inviting spot in all Honolulu.

Toward midnight even the untiring Shriners began to dwindle away and soon the banquet was remembered in the dreams of those who were there.

The menu and music were as follows:

MUSICALE.

1. March, "El Capitán" Souza
2. Overture, "Moana Hotel" Smith
3. Valse, "La Barcarolle" Waldteufel
4. Polish National Dance Scharwenka
5. Rag Melodies Mills
6. Selection, "Plantation Echoes" Ross
7. Two-Step, "The Charlatan" Sousa
8. Ballad Music from "Faust" Gounod
9. Valse, "Don't Be Cross" Tobani
10. "Whistling Rufus" Mills (Van Praag's Orchestra)

Following are the names of the visiting Shriners present:

- Lawrence W. Atkins, Joseph W. Aylor, James T. Ashworth, H. Ashley and wife, Miss Alice M. Ashley, Miss Lizzie Anderson, Dr. F. W. Blake, Dr. J. W. Brown, Dr. J. L. Benepe and wife, D. Benepe, John Bakely, Dr. Louis Barth and wife, W. W. Brunch and wife, Charles Becker, J. B. Barnett and wife, John D. Black, Dr. Fred N. Bonine, R. C. Barr, Dr. O. C. Bunting, John R. Bordeaux, Jos. B. Britton, W. H. Currier and wife, Bernhardt Cramer, Donald F. Campbell, Joseph S. Caldwell, H. A. Crawford, Miss Anna Crawford, Charles Chipman and wife, D. L. Cornwell and wife, Joseph F. Crater and wife, Mrs. T. M. Callahan, O. M. Clark, Miss Mabel Clark, G. Chiera and wife, J. C. Campbell and wife, Miss Campbell, A. K. Detwiler, George C. Diefenderfer and wife, C. V. Dykeman and wife, C. B. Dean, B. L. Dewey, F. O. Evans and wife, Samuel Felt and wife, Charles E.

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TEACHERS MEET.

Honolulu Circle of
T. T. As'n in
Session.

SOME USEFUL
PAPERS READ

Last Evening's Meeting at the
High School Well-
Attended.

The Honolulu Circle of the Territorial Teachers' Association met last night at the High School and an interesting and instructive program was carried out. Several capable papers were read by teachers who had given much thought to their subjects, the papers read by Mrs. L. M. Walker and J. W. Gilmore being especially entertaining and helpful by suggestion to the teachers.

The program was opened with a song by the girls of Kawaiahaeo Seminary and J. W. Gilmore followed with a paper on the subject of "Nature Study."

Miss Alice Wood favored the association with a violin solo, after which the paper on "Nature Work, the Basis of Reading," by Mrs. L. T. Walker was read. Another song by the girls of Kawaiahaeo Seminary and Miss May Laughlin's paper on "Nature Work and Art" completed the formal program and the meeting was given over to an informal discussion of the papers on "Nature Study."

Mr. Edgar Wood, principal of the Normal School, spoke at some length upon the subjects brought up and was heartily applauded for the many valuable ideas he advanced for the assistance of the teachers in directing the young idea in the right way. Questions asked by other teachers were answered by Mr. Wood and an hour was taken up in the discussion of teachers' topics.

The following is the paper on "Nature Work, the Basis of Reading," by Mrs. Letitia M. Walker:

BASIS OF READING.

The child is always in sympathy with nature. There is a strong bond between himself and the great pulsating realm in which he lives and moves. He is conscious, too, that he himself represents another form of the same natural development that is going on in things about him. He is interested—he is held spellbound by such a simple little thing as a spider trying to build a bridge from one tree to another. He will never tire lying on the beach and watching the antics of a host of sand crabs. All the time he is in a quagmire. He is wondering, wondering. In other words, he is seeking for truth, that highest of all spiritual attainments of which God is the personification.

It is such facts as these that give one sufficient reason for believing that nature study is a true basis on which to build the first language and reading of little children.

True nature study is giving the child a chance to observe life and its phenomena and permitting him to investigate freely.

We all know that successful teaching depends on being able to gain attention and hold the interest; and no better means to do this can be found than through nature study.

expression, the chief factor in education. The teacher has an important part to play in nature study. It is her duty to bring existing conditions before the child in order that he may find material for observation. It is not necessary for her to seek the marvelous or remote, but rather to choose the common objects found near home. It is her duty when the child's interest lags to awaken it anew by some valuable hint or suggestion. It is not essential that the child be told things, but that he be put in a way to discover for himself. It is the teacher's duty to help the child collect and systematize his newly acquired thoughts always holding before him that the ideal to be sought is truth.

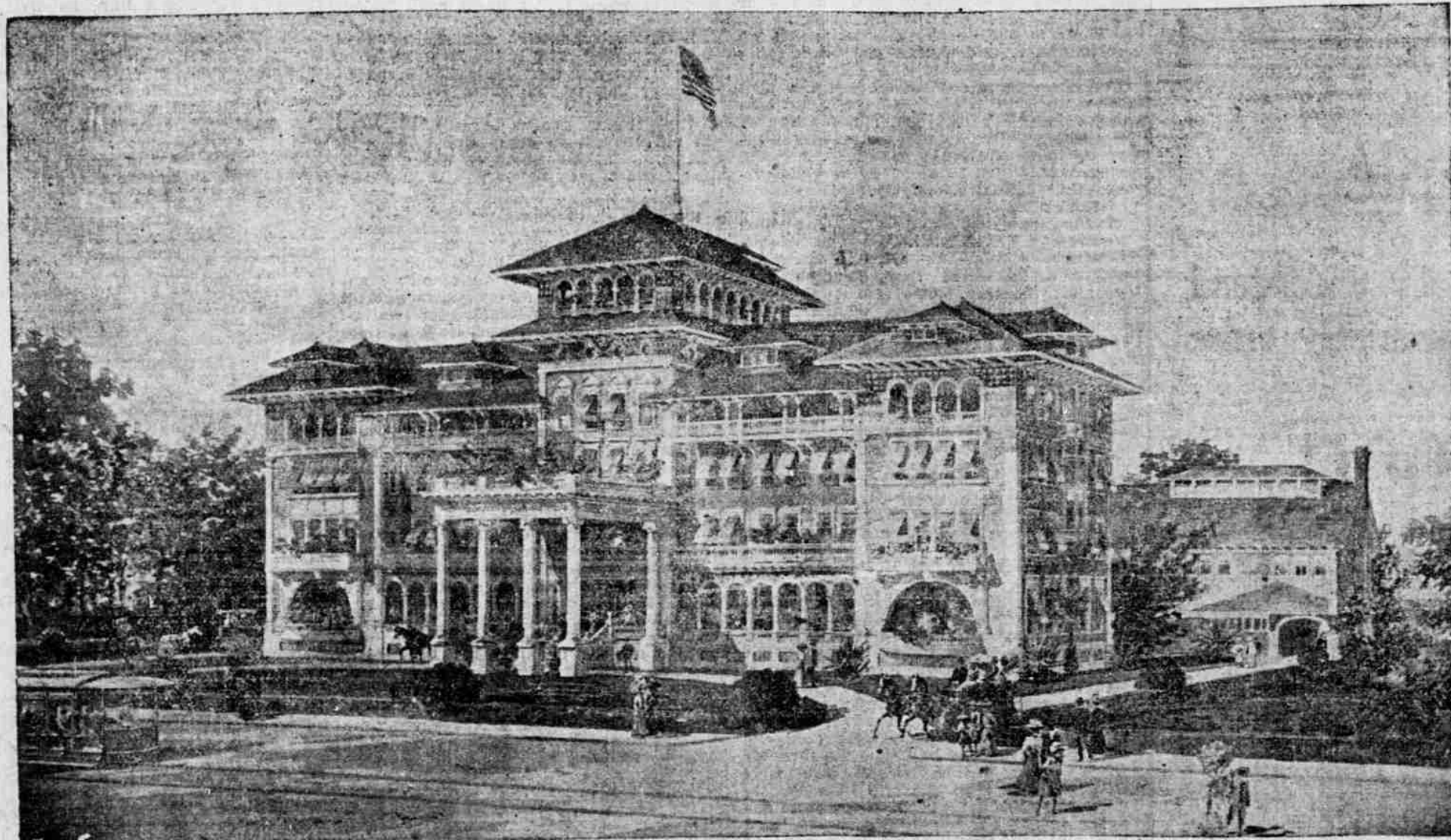
When this new stock of knowledge has been carefully expressed by the child it falls to the teacher to place it before him in writing. Thus the oral expression (which is by no means lasting) is preserved in another form. Now the child is able to read his own utterances or perhaps those of another on the same subject.

Just at this juncture it might be well to consider what expressions should be put in writing and preserved for future reading. Some are of the opinion that every sentence given by the child on a certain subject, and every topic discussed should in some shape be registered and form the lessons in reading. This is a grave mistake. Many things come to the child's notice and on which a little talk is interesting, instructive and judicious, but may not be suited for reading at that stage of development. For example, my little tots have been observing the new automobile hacks. One morning we had a very pleasant little talk about them. Before the subject was dropped, the class learned that it was the same power that moved the automobiles, the cars up the mountain and rang the bells in the school, and that the name of that power was electricity. We had a good language lesson, but thought it was not wise to carry the matter further.

What expressions should be preserved? These expressions that are needed at that particular period.

Simplicity should be the constant watchword of a receiving class teacher. We are too anxious to have the child grasp in a single term that which takes

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THE MOANA HOTEL WHERE THE BANQUET WAS HELD.